

**THE EFFECT OF USING BUZZ GROUPS TECHNIQUE
TOWARD SPEAKING ABILITY OF SECOND
YEAR STUDENTS AT MA DAR-EL
HIKMAH BOARDING SCHOOL
TAMPAN PEKANBARU**



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1433 H/2012 M**

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Thesis

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for Getting Bachelor Degree of Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using Buzz Groups Technique toward Speaking Ability of the Second Year Students at MA Dar-El Hikmah Boarding School Tampan Pekanbaru*”, is written by Rafita Indah Mustafa, NIM. 10814001566. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, August 03, 2012

The researcher

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Abstract

Rafita Indah Mustafa (2012): The Effect of Using Buzz Groups Technique toward Speaking Ability of the Second Year Students at MA Dar-El Hikmah Boarding School Tampan Pekanbaru.

Based on the school based curriculum (KTSP), speaking is as one of skills in mastering English that must be taught and learned in senior high school. MA Dar-El Hikmah Pekanbaru is one of the schools that used it as a guide in teaching learning process. After doing preliminary observation at MA Dar-El Hikmah Pekanbaru, some of the students of the second year still had low ability in their speaking. The researcher interpreted that they had low ability in speaking were indicated because they had lack of self confidence in expressing their ideas in English. Thus, the researcher interested in conducting the research entitled The Effect of Using Buzz Groups Technique toward Speaking Ability of Second Year Students at MA Dar-El Hikmah Boarding School Tampan Pekanbaru.

The type research was quasi-experimental research. The main focus of this research was to find out a significant difference of improvement of students' speaking ability at the second year of MA Dar-El Hikmah Pekanbaru between students who were taught by using Buzz Groups Technique and who were taught by using Conventional Method. The subject of this research was the second year students of MA Dar-El Hikmah Pekanbaru. In this research, the researcher took two classes; experimental and control class from the six classes. It means that 48 students as the sample from 138 students of population by using clustering sample randomly. In collecting the data, the test used was oral presentation test. In analyzing the data, the researcher used SPSS16.

Finally, the research found that the significant number was $0.000 < 0.05$. Based on the significance result above, H_a was accepted and H_o was rejected. Besides, it can be proved from mean score of students' speaking ability of post-test at experimental class was 60.67, while students' speaking ability of post-test at control class was 51.75. Furthermore, the mean score improvement of students' speaking at experimental class was 12.67 while in control class only 4.08. In conclusion, there was a significance difference of improvement of students' speaking ability between students who were taught by using Buzz Groups Technique and who were taught by using Conventional Method. So, the difference on mean indicate that the use of Buzz Groups Technique was better than Conventional Technique.

Abstrak

Rafita Indah Mustafa (2012) : Pengaruh Penggunaan Teknik Buzz Groups terhadap Kemampuan Berbicara Siswa Kelas Dua MA Pesantren Dar-El Hikmah Pekanbaru Tampan

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa inggris yang harus di ajarkan dan dipelajari pada tingkat SMA. MA Dar-El Hikmah Pekanbaru merupakan salah satu pengguna kurikulum tersebut sebagai proses belajar mengajar. Setelah melakukan study pendahuluan di MA Dar-El Hikmah Pekanbaru, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut di tunjukkan kurangnya percaya diri dalam mengexpresikan ide-ide mereka dalam bahasa inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Teknik Buzz Groups Terhadap Kemampuan Berbicara Siswa Kelas Dua MA Dar-El Hikmah Pekanbaru.

Jenis penelitian ini adalah penelitian kuasi eksperimen. Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa inggris kelas dua MA Dar-El Hikmah Pekanbaru antara siswa yang diajarkan dengan Teknik Buzz Groups dan yang di ajarkan dengan Metode Konvensional. Subjek dalam penelitian ini adalah siswa MA Dar-El Hikmah Pekanbaru kelas dua. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan kelas control. dari 6 kelas yang terdiri dari 48 siswa sebagai sampel dari sejumlah populasi 138 secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes dan lembar observasi. Tes yang digunakan adalah oral presentasi. Dalam penganalisisan data, peneliti menggunakan SPSS 16.

Akhirnya, peneliti menemukan bahwa angka signifikan $0.000 < 0.05$. Berdasarkan hasil signifikansi tersebut, H_a diterima dan H_o di tolak. Selain itu, dapat pula dibuktikan dari nilai rata-rata tes akhir kemampun berbicara siswa pada kelas eksperimen adalah 60.67, sedangkan nilai rata-rata tes akhir pada kelas control adalah 51.75. lebih jauh lagi, rata-rata-rata peningkatan kemampuan siswa berbicara pada kelas eksperimen adalah 12.67 sedangkan pada kelas control adalah 4.08 jadi, ada perbedaan penigkatan yang signifikan terhadap kemampuan siswa dalam berbicara bahasa inggris antara siswa yang di ajarkan dengan Teknik Buzz Groups dan siswa yang di ajarkan dengan Metode Konvensional. Perbedaan pada rata-rata tersebut menunjukkan bahwa penggunaan Teknik Buzz Groups lebih bagus daripada Metode Konvensional.

ملخص

رافيتا اندح مصطفى 2012 : تأثير إستخدام طريقة Buzz Groups فى إستطاعة تكلم الطلاب الصف الثانى بمعهد در الحكمة باكنبارو .

بناء على منهج مستوى الإتحاد التربوي.، التكلم هو إحدى الإستطاعات لسيطرة اللغة الإنجليزية اللازمة أن تدرس وتعلمت فى مرحلة المدرسة العالية. إحدى المدرسات التى تستخدم ذلك المنهج فى عملية التعلم والتعليم هي بمعهد در الحكمة باكنبارو. بعد أن قام الباحث بالدراسة السابقة فى معهد در الحكمة باكنبارو وجد الباحث أن بعض الطلاب الصف الثانى مازالو يمتلكون الضعف فى التكلم. ورأى الباحث أن ضعفهم فى التكلم قلة ثقة النفس لديهم فى تعبير آرائهم باللغة الإنجليزية. ولأجل ذلك يتجذب الباحث للبحث عن تأثير إستخدام طريقة Buzz Groups فى إستطاعة تكلم الطلاب الصف الثانى بمعهد در الحكمة باكنبارو.

هذا البحث بحث تجريبي. هذا البحث يتركز للبحث عن الفرق الكبير بين Buzz Groups و الطريقة التقليدية فى إستطاعة الطلاب بتكلم اللغة الإنجليزية الطلاب الصف الثانى بمعهد در الحكمة باكنبارو. وأما فرد البحث فهو الطلاب بمعهد در الحكمة باكنبارو. وأخذ الباحث الصنفين : الصف التجريبي والصف المراقب. من ستة الصفوف التى تتكون من ثمانية وخمسين طالبا كالعينة من جميع المجتمع من مائة ثمانية وثلاثين بناء على العشوائي. وأما طريقة جمع البيانات فهي الإختبار والمراقبة. والإختبار المستخدم الشفهي المثنوي. وإستخدم الباحث طريقة تحليل البيانات 16 spss .

وآخر، وجد الباحث العدد الكبيرة $0.000 < 0.05$. بناء على الحاصلة الكبيرة السابقة أن H_a مقبولة و H_o مردودة. ونستطيع أن نرى من نتيجة متوسط الإختبار الأخير عن إستطاعة تكلم الطلاب فى الفصل التجريبي التى تقع فى 60,67 . ونتيجة متوسط الإختبار فى الفصل المراقب 51,75 . ومتوسط ترقية إستطاعة تكلم الطلاب فى الفصل التجريبي 12,67 . وفى الفصل المراقب 4.08 . إذن هناك فرق الإستطاعة الكبير بين طريقة Buzz Groups والطريقة التقليدية فى ترقية إستطاعة تكلم الطلاب. والفرق فى ذلك المتوسط يدل على أن طريقة Buzz Groups أحسن من الطريقة التقليدية.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Speaking is one of the four language skills which has become more important since the communicative approach movement got influential, especially in foreign language teaching. Speaking skill is an important part of the curriculum in language teaching, and this makes an important object of assessment as well.¹

The aim of speaking is to convey the information to the others. So, there is feedback whenever the information sent. Speaking is a key for communication. For the students, the ability of English speaking is an important measurement of academic success. In teaching speaking, teachers should have the ability to guide students in learning and increasing students' speaking ability.

Speaking becomes a problem for some students because it is complicated production skill. To speak well, people must have good capabilities in speaking. Moreover, someone who wants to speak must know the components in speaking. There are many components that should be considered in speaking, such as, accent, pronunciation, grammar, vocabulary, fluency and comprehension.² A speaker should

¹ J. Charles Alderson and Lyle F. Bachman. *Assessing Speaking*. (Cambridge : Cambridge University Press, 2004), p.1.

² Arthur Hughes. *Testing for Language Teachers*. (Cambridge: Cambridge University, 2003). p.132.

know how to build their messages in their speaking. Yet, not all people can speak well, some of them find difficulties in speaking.

In School Based Curriculum (KTSP), it is clearly stated that one of the objectives of the English subject in Senior High School is developing the ability to communicate in English, either in written or oral form which covers listening, speaking, reading and writing. MA dar El Hikmah Pekanbaru is also one of the schools that uses School Based Curriculum (KTSP) as their guidance in teaching and learning process. In this school, in speaking, the basic competence stated in the syllabus of MA Dar El Hikmah Pekanbaru for second year is that students will be able to express the information of genre of texts, such as monologue of report, narrative, spoof, hortatory, and analytical exposition.³

Based on the preliminary observation at MA Dar-El Hikmah, English subject has been taught since the first year of English teaching period. It is taught twice in a week with time duration 45 minutes for one hour learning process. In teaching English at the second year of MA Dar-El Hikmah Pekanbaru, the teacher teaches the students by using explanation method. It means that the teacher gives explanation to the students about the materials and then the teacher asks the students to questions and give responds. That is done by the teacher continuously.

Based on the descriptive above, ideally the students at MA Dar-El Hikmah have no problem in speaking. But, in fact has shown that the

³ Ernawati. Syllabus of MA Dar El Hikmah Pekanbaru 2011-2012. (Pekanbaru: Unpublished, 2012), p. 04-13

students are quite difficult to communicate by using English. In class, the students get difficulties to use English for communicative objectives even in the simple form or we may find the students who are able to point the answer of the question on a conversation but they can not explain their reason in choosing the answer. Ur states that “some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas to say, low participation. And students: preference to use their mother tongue language.”⁴ So, the statement above explains that the teacher has to be able to find out a good technique in order that her students become active in the class.

The phenomena can be seen as in the following:

1. Some of the students get difficulties in speaking.
2. Some of the students have lack of self confidence when they are speaking with each other.
3. Some of the students are still unable to use English vocabulary in speaking.
4. Some of the students are not able to respond the interlocutor's point of view
5. Some of the students are not able to express their ideas in English.

Based on those conditions, the writer tries to solve the problem by offering one teaching technique for teaching speaking called buzz groups technique. The reason why the writer chooses Buzz groups technique

⁴ Penny Ur. *A Course in Language Learning: Practice and Theory*. (Cambridge: Cambridge University Press, 1996), p.121.

because it can be a very effective technique in teaching speaking. According to James G. Clawson and Mark E. Haskins, Buzz Groups is one of Discussion techniques,⁵ Buzz groups is a common and effective technique for creating more discussion among students during a class, regardless of how large the class is.⁶ Buzz groups is very popular with students.⁷ So, it is clear that Buzz groups technique is useful in speaking because It encourages to build their confidence in speaking.⁸

Based on the explanation and problem above, the writer is interested in conducting a research entitled **“The Effect of Using Buzz Groups Technique toward Speaking Ability of the Second Year Students at MA Dar-El Hikmah Boarding School Tampan Pekanbaru”**.

B. The Definition of Term

To avoid misunderstanding in comprehend the title it is important for the writer to explain the terms used in this research.

1. Buzz groups Technique

Buzz Groups is designed to maximize the input of all the members of large assemble group by breaking them down into groups of six and having them for about 6 minutes on some specific issue and reports his or

⁵ James G. Clawson and Mark E. Haskins. *Teaching Management*. (Cambridge: Cambridge University Press, 2006), p. 104.

⁶ Ibid 110

⁷ Geoff Petty. *Teaching Today: A Practical Guide*. (GraphyCems : Nelson Thornes, 2009), p. 235.

⁸ Jeremy Harmer. *The Practice of English Language Teaching*. (Cambridge: Longman, 2003), p .272.

her finding into large group.⁹ In this research, buzz groups is a technique used by the researcher to know its effect toward students' speaking ability.

2. Speaking Ability

Speaking ability is a proficiency of using the language orally.¹⁰ In this research this term means that the way how the students explain and the way how the students explore their ideas in spoken language.

C. Problem

1. Identification of the Problem.

- a. Which do the students difficulties in speaking?
- b. Why do students have lack of self confidence when they speak English with his or her friends?
- c. Why are the students unable to use English vocabulary in speaking?
- d. Why are some students not able to respond the interlocutor's point of view?
- e. Why are some of the students not able to express their ideas in english?
- f. Is buzz groups technique effective to help students in improving their speaking ability?
- g. How is buzz groups technique implemented?

⁹ John F.Cragan. *Communication in Small Groups (Theory, Process, Skill)*, (Canada : Nelson education, 2009), p.88.

¹⁰ Scott Thornbury. *A Dictionary of Terms and Concepts used in English Language Teaching* (Malaysia: Macmillan, 2006), p.208.

- h. Is there any significant difference of the improvement of students' speaking ability between those who are taught by using buzz groups technique and those who are not?

2. The Limitation of the Problem.

In this research, the writer focuses on the effect of using buzz groups technique toward speaking ability of the second year students at MA Dar-el Hikmah boarding school.

3. Formulation of the Problem

The problems of this research can be formulated in these following questions:

- a. How is students' speaking ability taught by using buzz groups technique at MA Dar-El Hikmah ?
- b. How is students' speaking ability taught by using conventional technique at MA Dar-El Hikmah ?
- c. Is there significant difference on students speaking who is taught by buzz groups technique and who is taught by using conventional technique at MA Dar-el Hikmah?

D. The Objective and Significance of the Research

1. The Objective of the research

- a. To find out the data about students' speaking ability taught by using buzz groups technique.
- b. To find out the data about students' speaking ability taught by using conventional technique buzz groups and whole taught

- c. To find out the significant difference on students' speaking ability who is taught by using buzz groups and who is taught by using conventional technique.

2. The Significances of the Research

- a. To increase the writers' knowledge about research, especially the writer's scientific insight regarding group work activities
- b. To give some inputs for the students of MA Dar-El Hikmah Pekanbaru to improve their speaking ability.
- c. To fulfill one of the requirements for finishing the writer's undergraduate study program (SI) at the Education and Teachers Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Review of Related Theory

1. Nature of Speaking

Speaking is the productive aural/oral skill. ¹ we can say that the speaker must consider the person they are talking to as listeners. The activity that person does primary based on particular goal, because speaking is not only producing sounds but also a process of achieving goals that involves transferring message accross. Speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and solving a particular problem or establishing and maintaining social relationships and friendship. To achieve these speaking purposes we need to activate a range of appropriate expressions.² Flander says,” the importance of public speaking is demonstrated daily trough the words of people in all walks of life: words that help move information from one person to another and words that move people to action.³

¹ David Nunan, *Practical English Language Teaching*. (Sidney: McGraw Hill, 2003), p. 48.

² JO McDONOUGH and Christopher Shaw, *Materials and Methods in ELT*. (Australia: Tj International, Padstow, Cornwall, 2003) , p.134.

³ Cathrine Flander. *The Challange of Effective Speaking*. (New York: Rowman and Littlefield Education, 1979), p.13.

According to Nation and Newton⁴, speaking is divided into two kinds: formal and informal speaking. Informal speaking is typically involved tasks where conveying information is not as important as maintaining friendly relationship. While formal speaking is speaking as part of work or academic study may involve presenting reports or presenting a view point on a particular topic. This type of speaking has several important features. From this theory we know that speaking is one part of four life and we use speaking to communicate with others. In formal speaking involve presenting reports. It means that it can support the research of the writer that chooses report text that has same purpose of speaking its self.

Nation⁵ stated that the transactional nature of formal speaking is that the effectiveness of the learners' performance should focus on the successful communication of information.

Based on the theories we know that in teaching and learning process in a classroom the goal is the students should take attention the way to give the information to their friends, because the good performance of the students is if their friends got the information of their speaking.

The successful speaking of people can be characterized by talking alot, participation is even, motivitation is high, and language is one of the

⁴ I.S.P Nation and Jonathan Newton. *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge Taylor & Francis group, 2009) , p.122.

⁵ *Ibid.* p.123.

acceptable levels. There are five basic types of speaking for oral production. They are.⁶

a. Imitative

It is someone's interest only what is labeled by "pronunciation".

She/he imitates a native speaker's pronunciation.

b. Intensive

It is someone's ability to gain the meaning of the conversation based on the context.

c. Responsive

It refers to someone's comprehension of the short conversation, standard greeting, small talk, simple request and comment.

d. Intractive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanges, which have the purpose of maintaining social relationship. It is more complex than responsive.

e. Extensive

Extensive oral production includes speech, oral presentation, and storytelling, during which the opportunity for interaction from listener is either highly limited (perhaps to nonverbal responses or ruled out all together).

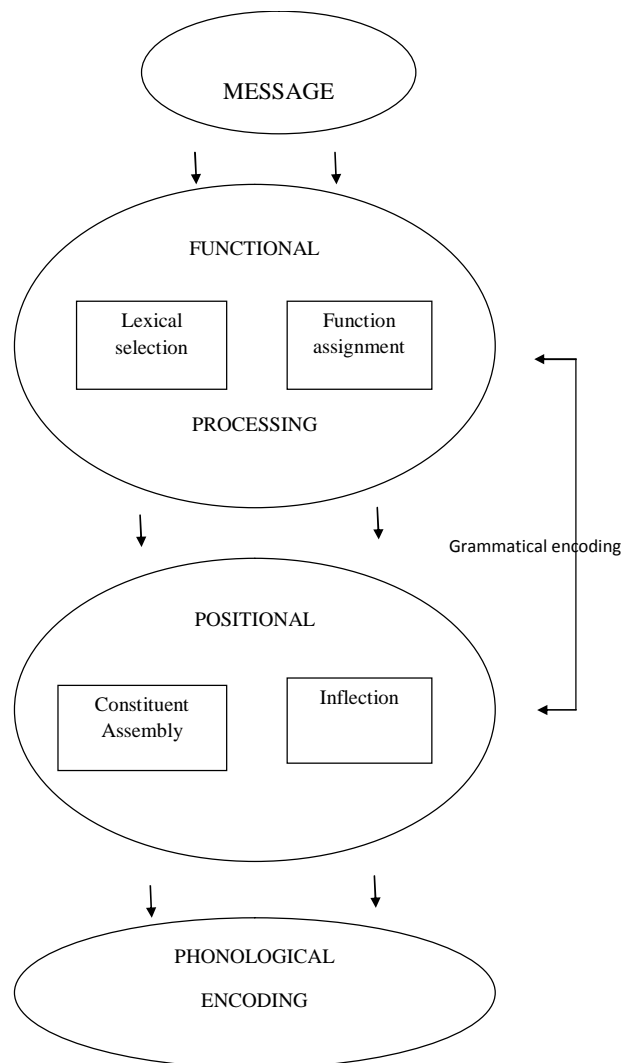
⁶ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education, 2004), p.141.

In order to be able to produce oral language, speakers have to construct a plan on the basis of three major processes there are “conceptualization, formulation and articulation”.⁷ Based on “(Meyer 2000: 49; Roelofs 2000: 71-73) in Soenjono”.⁸

- 1) *Conceptualization*, the step in which the speaker places conceptual structure that will be delivered
- 2) *Formulation (grammatical encoding)*, the step in which the suitable lemma is retrieved from the lexicon syntactic (N,V,Adj, NP, VP,etc) as affixation
- 3) *Articulation (phonological encoding)*, the step in which the cover and volume are done and occurring in oral language.

⁷ Scott Thornbury. *How to Teach Speaking*. (Malaysia: Longman, 2006),p.3

⁸ Soenjono Dardjowidjojo. *Psikolinguistik*. (Jakarta: Yayasan Obor Indonesia, 2003).



2. Speaking Ability

Students' speaking ability can be seen by their communication orally and their skill in spoken language activities directly. Hasibuan says “ to help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.”⁹ He also says that “ language learners need to organize that speaking involves three areas of knowledge:

⁹ Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. (Indonesia: Alaf Riau Graha UNRI Press. 2007), p.101-102.

- a. Mechanics (pronunciation, grammar, and vocabulary)
- b. Function (transaction and interaction)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants).

In addition, Hughes states that there are five components that must be mastered on speaking ability.¹⁰

- a. Accent
 - 1. Pronunciation frequently unintelligible
 - 2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
 - 3. “Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
 - 4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
 - 5. No conspicuous mispronunciations, but would not be taken for a native speaker
 - 6. Native pronunciation, with no trace of “foreign accent”
- b. Grammar
 - 1. Grammar almost entirely inaccurate except in stock phrases
 - 2. Constant errors showing control of very few major patterns and frequently preventing communication.

¹⁰ *Op.cit* .p.132

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure
6. No more than two errors during the interview

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest: general vocabulary permits discussion of any non-technical subject with some circumlocutions
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible
2. Speech is very slow and uneven except for short or routine sentences

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness
6. Speech on all professional and general topics as effortless and smooth as a native speaker's

e. Comprehension

1. Understand too little for the simplest type of convention
2. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understand everything in both formal and colloquial speech to be expected of an educated native speaker.

The speaking result was evaluated by concerning five components that had score or level. Each component had 20 as the highest score and

the total score of all components is 100. The specification of the test is as follows:

TABLE II.1

The Specification of the Test

No	Components in Speaking	Total Score
1	Accent	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
TOTAL		100

The total of the weighted scores is then looked up in the following table II.2, which converts it into a rating on scale 0 – 4+

TABLE II.2

Score and Rating

Score	Rating
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
72-82	3+
83-92	4
93-99	4+

3. Teaching Speaking

Teaching speaking is an activity done by English teachers. They should transform their knowledge about speaking to their students in order to make the students know the way how to speak well. In teaching speaking, all English teachers should encourage the students to do speaking task. There are basic reasons why it is a good idea to give

students tasks which provoke them to use all and any language at their command as follows: ¹¹

1. Rehearsal

Getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role play at an airport check in desk allows them to rehearse such real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place. Instead, it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

2. Feedback

Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having, (that is a good reason for boomerang lesson).

3. Engagements

Good speaking activities should be highly motivating. If all students are participating fully-and if the teacher has set up the activity properly then, give sympathetic and useful task (role play, discussion, problem solving) are intrinsically enjoyable in themselves.

¹¹ Jeremy, Harmer. *How To Teach English: An Introduction to the Practice of English Language Teaching*. (Cambridge : Pearson Education, 1998). P.87.

Speaking activities can give the students enormous confidence and satisfaction. In addition, Ur states that, there are four characteristics of successful speaking activity.¹²

- a. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk.
- b. Participation is even. Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it. Or because they want to contribute to achieving a task objective.

4. The Importance of speaking

Speaking is one of the four language skills that must be mastered by the students. It holds a very prominent role because it is one of the communicative means relating to people in social relationship and social expectation. Pertaining to the statement above, Nunan says, "Points out that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of ability to carry out the conversation in the language."¹³ Meaning that, the ability to speak is very important, because the goal of language learning is to enable the students to use the language as communication. Language has social function in which communication appears through interaction

¹² Penny Ur, Op. Cit., p. 120

¹³ David Nunan, *Language Teaching Methodology*. (New York : Prentice Hall, 1991), p.39.

with one another such as expressing ideas and responding opinion. There are actually many things that we should improve in speaking for example by practicing English everyday with friends.

The teacher should have many techniques to manage and make the students feel enjoyed and interested in learning speaking. A good teacher should create the situation that is effective and give different ways in learning English. Techniques are important things in teaching and learning of speaking, one of the techniques is Buzz Groups technique.

5. The Concept of Buzz Groups Technique

1) The Definition of Buzz Groups Technique

According to Mason, Buzz Groups is a question or statement which is displayed on a flipchart and participants generate their responses in small groups. Responses are listed and common responses are selected for discussion by the participants as a whole.¹⁴ Beside that, Buzz Groups is one way in which teacher can avoid such difficulties. It means that the students have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class.¹⁵

2) The guidelines for effective use of Buzz Groups¹⁶

- a. Explain the task to be discussed before the class break into groups. Organize pupils into mixed ability groups

¹⁴ David J Mason. *Trainer's Toolbox of Training Technique*. (Kenya : International Labor Organisation 1995), p.13.

¹⁵ Jeremy Harmer, *Loc. cit*

¹⁶ Simeon Mawindo, *Participatory Teaching and Learning: A guide to methods and Technique*.(London : Malawi Institute of Education. 2004), p.5.

- b. Supervise discussion in the groups so as to encourage and help pupils in difficulty
 - c. Manage feedback concisely
 - d. Rotate group leadership roles regularly
 - e. Try to give different but related task to each group to motivate and give each group a special responsibility
 - f. If the task is the same for all groups, organize feedback in such a way that one group presents their ideas : with other groups only contributing new ideas or let one group report one point at the time until all the group has contributed
 - g. Be time conscious
- 3). The general procedures of Buzz Groups technique.¹⁷
- a. Tell the participants to scan the lists
 - b. Ask what items are common to all lists. After one has been suggested, underline it on each list
 - c. Invite nominated participants to explain the item:

"What do you mean by ...?"

"Can you give me an example from your own experience?"
 - d. Repeat the process for the next item
 - e. When the discussion is well established, you can pick on
 - f. particular items on any list and request explanation

¹⁷ Ibid.p.15

- g. At the end of the discussion, summarise briefly and make a positive link with what happens next.

4). The Advantages of Buzz Groups Technique

There are some of advantages of using this method:¹⁸

- a. getting your students to practice their cognitive skills;
- b. breaking the ice during the initial classes;
- c. introducing your class to new topics;
- d. learning about your students' opinions and ideas;
- e. providing a setting for students to develop confidence and to express opinions without feeling that they are being judged;
- f. rejuvenating and maintaining student attention
- g. giving you, the instructor, an opportunity to collect your thought
- h. releasing students tension and frustration.

To make easy the reader to understand the procedure of Buzz Groups technique the researcher makes point. According to (Gay Lumsden et al, 2009:331).¹⁹

1. Devide the audience quickly by having people in alternating rows turn around so that each set of three forms a group with the three immediatelly behind or in front.
2. Give each group a card with a question to concider and the format for reporting their ideas.
3. Allow the groups to discuss the topic for 6 minutes.

¹⁸ Sheila O'neil. *Learning & Teaching Office*. (London : Ryerson University, 2005), p.6

¹⁹ Gay Lumsden et al. *Communicating in Groups and Teams*. (Canada : Cengage Learning, 2009), p. 331

4. Ask a member of each group to reports its major findings very briefly or to write them on a visual for display.

B. The Operational Concept

Operational concept is used to avoid misunderstanding and misintrepretation. In this research, there are two variables x refers to the Buzz Groups activities and y that refers to the students' speaking ability. Therefore, variable X is an indenpendent variable and variable Y is a dependent variable.

Indicators of Buzz Groups activities as variable X are:²⁰

1. The teacher explains the material related to the topic
2. The teacher divide the students groups two to six students.
3. The teacher gives a clear task with clear directives-that clearly relates to the class material.
4. A time limit is set; and the instructor reminds the class of the remaining time as the activity progresses.
5. The teacher orders a student records the group's results (and its reasoning: how they arrived at their conclusions).
6. After the student reports to the whole class, the Teacher ask the other members of the group whether there is anything they would like to add or change to the report.
7. The whole class evaluates the content of each report.

²⁰ Claude Gratton. *Teaching Suplement : Critical Thinking and Small Group Activities*. New Jersey: Antelope Valley College, 1991), p.484

The students speaking ability as variable Y can be seen in the following indicators:²¹

1. The students are able to pronounce English accurately
2. The students are able to speak fluently.
3. The students are able to speak grammatically
4. The students have many vocabularies.
5. The students have good comprehension.

C. The Relevant Research

The research that was conducted by Verra Manellosa²² entitled the effect of using group work activities toward the students speaking ability at the second year of MTS Al-muttaqin pekanbaru. She found that by using picture series, there is significant effect in teaching speaking toward the students' speaking ability. Furthermore, the research that has been conducted by the writer is different from this research. The writer used Buzz Groups technique in increasing speaking ability of the students at the second year students of MA Dar-El Hikmah.

The research that was conducted by Mr. Khampheng Sengbounthan²³ entitled the Improving the students' speaking skills by using buzz group (A Classroom Action Research at Seventh Grade of Nong Bone Public High School in Laos, the First Semester in Academic Year of 2010/2011).

²¹ Loc, cit. p.132

²² Vera Manellosa. The Effect of Using Group Work Activities toward the Students' Speaking Ability at the Second Year Students of MTs Al-Muttaqin Pekanbaru. (Pekanbaru: Unpublish 2009)

²³ Mr. Khampheng Sengbounthan. "Improving the Students' Speaking Skills by Using Buzz Group (A Classroom Action Research at Seventh Grade of Nong Bone Public High School in Laos, the First Semester in Academic Year of 2010/2011)". (Surakarta: Unpublish 2011)

She found that by using Buzz Groups technique can improve the students' speaking skills well, there is significant improvement in teaching speaking toward the students' speaking skill. Furthermore, in the research that has been conducted by the writer, is using Buzz Groups technique toward speaking ability of students at the second year students of MA Dar-El Hikmah.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that (1) The students' ability in speaking is various, and (2) Teaching by Using Buzz Groups technique can influence the students' ability in speaking

2. Hypotheses

- a. Ho: There is no significant difference on students' speaking ability who is taught by using buzz groups and who is taught by using conventional technique
- b. Ha: There is significant difference on students' speaking ability who is taught by using buzz groups and who is taught by using conventional technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research is experimental research. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ In addition, an experiment is the quantitative approach that provides the greatest degree of control over the research procedures.² The design of this research is quasi-experimental design with non-equivalent control group. It is an appropriate way to this research in order to know the significant effect of using buzz groups technique toward students' speaking ability at MA Dar el Hikmah Pekanbaru.

In conducting this research, the researcher took two classes; one class was as an experimental class taught by buzz group technique and the other was as a control class taught by conventional technique. In the experimental class, the students were administered by giving pre-test at the beginning of the teaching learning in order to find out the students' speaking ability. Then there was a treatment at the middle. During the treatment, the researcher corporated with the observer, and post-test at the end of the teaching and learning processes in order to know the

¹ Jhon.W.Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008). P. 299

² L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application. Six Ed.* (New Jersey: Prentice-Hall, Inc, 2000), p. 15

effect of using buzz groups technique toward the students' speaking ability.

B. The Location and Time of the Research

The research was conducted at the second year students of MA Dar-El Hikmah Boarding school. The research was done four weeks, started from April to May 2012.

C. The Subject and The Object of the Study

The subject of the research was the second year students of MA Dar-El Hikmah Pekanbaru. The object of this research was the effect of using Buzz Groups technique toward the students' ability in speaking.

D. The Population and Sampling of the Study

The population of this research was the second year students of MA Dar-El Hikmah Pekanbaru in 2012 academic years. They were six classes which consisted of 2 classes for science department, 2 classes for social department and 2 classes for religion department. The number of the second year students of MA Dar-El Hikmah Pekanbaru was 138 students.

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, the researcher

took only two classes as the sample of this research. The classes are XIA1 IPA and XIAB IPA, one class as an experimental class taught by buzz groups technique and one other as a control class taught by conventional technique.

E. Techniques of Collecting Data

In this research, test was used to collect the data needed, it was used to find out how students' speaking ability taught by using buzz groups technique, there was or no significant different of using this technique.

1. Oral Production Test

Oral production test was used to find out the students' speaking ability. The data of this research were the score of the students' speaking ability obtained by using speaking test. The test was done twice, the first was pre-test given before treatment and the second was post-test given after treatment intended to obtain students' speaking ability at the second year of MA Dar El Hikmah Pekanbaru. According to Hughes There are some components that should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency, and comprehension.³

a). Pre- test

³ Loc,cit. p.131

At the beginning, every participant both experimental class and controlled class took Pre- test in order to find out if they were the same level at the starting point.

b). Post- test

The same test was by experimental and controlled group at the end course. It aimed to see if they were at the end course. It aimed to see if they were different between the two groups.

F. The Technique of Data Analysis

1. N-Gain

The analysis was used to find out the improvement of students' speaking ability that occurred before and after learning process that was calculated by g factor (N-Gain). It is the difference between the pre- test and post- test.

2. The Validity and Reliability of the Test

In this research to know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.⁴ It means the test had fulfilled the validity of the content. In other word, the materials of the test had been taught at the second year of MA Dar El Hikmah Pekanbaru. It was familiar materials and near to the students' daily life. It was appropriate with the students' knowledge, insight and experience.

⁴ Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.2006, p.23

Moreover, the materials were taken from the book guide for the students and other related resources. Here the researcher prepared some topics based on the topics discussed at the time.

The test that was used for testing the students' speaking ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.⁵ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the speaking test, the researcher used inter rater reliability, because the researcher has two raters in order to score the students' speaking ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 was correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table would describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 16 Version.

r product moment can be obtained by considering the degree of freedom (df) as below :

⁵ Op.cit. L.R. Gay. p. 169

$$df = N - nr$$

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

$$H_o = r_o < r_t$$

$$H_a = r_o > r_t$$

H_o was accepted if $r_o < r_t$ or there was no significant correlation between score rater 1 and rater 2.

H_a was accepted if $r_o > r_t$ or there was a significant correlation between score from rater 1 and rater 2.

TABLE III. 1

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	.731**
	Sig. (2-tailed)		.000
	N	24	24
Rater2	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.000	
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that r calculation was .731 that would be correlated to r table, df=46. Because df=46 was not found from the r table, so the researcher took df=50 to be correlated either at level 5% or 1%. At level 5% r table was 0.273, while at level

1% r table was 0.354. Thus, the r observation was obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there was a significant correlation between score of rater 1 and score of rater 2. In other words, the speaking test was reliable. The reliability of speaking test was very high.

3. T-test

In order to find out whether there is a significant effect of using Buzz Group Technique toward students' Speaking Ability, the data were statistically analyzed. In analyzing the data, the writer used scores of pre-test and post-test of experimental and control class. The scores were analyzed statically by using independent sample T-Test from SPSS 16 version.⁶

⁶ Hartono, *Statistik Untuk Penelitian*. (Jogjakarta: Pustaka Pelajar, 2008), p. 178

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the significant difference of improvement of students' speaking ability between those students who were taught by using buzz groups technique and those who were not.

The data were from the score of the improvement of students' speaking ability from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to speak spontaneously without any specific preparation by giving certain topic that had been explained by the teacher. The speaking test was deal with Spoof text. It was the topic being taught at the time and was evaluated by concerning five components of students' speaking ability; accent, grammar, vocabulary, fluency, and comprehension. Each component had its score.

B. The Data Presentation

The data of this research consisted of three. They were the data of how was students' speaking ability taught by using buzz groups technique, how was students' speaking ability taught by using conventional technique and the significant difference on students' speaking ability who is taught by using buzz group technique and who is taught by using conventional technique at MA Dar-El Hikmah.

1. The Students' Speaking Ability Taught by Using Buzz Groups Technique.

The data of this speaking test were the score of the students' improvement from pre-test to post-test experimental class. The data were collected through the following procedures:

- a. The researcher asked the students either experimental class to speak orally without any preparation (spontaneously speaking).
- b. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension.
- c. The students' speaking results were evaluated by two raters.
- d. The researcher added the scores from the raters and divided them.

Actually, each number of the students' experimental class had 27, but here there were only 24 students for experimental class who always came and followed learning activities. In this case, there were six students; three students from experimental class for the rest, who did get enough treatment even, some of them never had it at all. It was caused by many reasons, they were sick, absent, unmotivated; went outside when studying English, but those factors did not influence the validity of the data because there were the same data from the beginning until the end. So, the data were only taken from the students who always came to school and followed the treatment given. To make clear, the students' speaking test result could be seen on the tables pre-test, post-test experimental and control class.

1. Pre-test

TABLE IV.1
THE STUDENTS' SCORE OF PRE-TEST OF EXPERIMENTAL CLASS
IN TERMS OF USING ACCENT, GRAMMAR, VOCABULARY,
FLUENCY AND COMPREHENSION

Based on the table of speaking components of the students' speaking

C	S	Speaking Skill																			T	
		Accent				Grammar				Voc				Fluency				Comp				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater		T		S
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
2	S2	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46
3	S3	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	60	46
4	S4	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
5	S5	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
6	S6	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
7	S7	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
8	S8	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
9	S9	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	50
10	S10	2	2	80	40	3	2	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
11	S11	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
12	S12	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
13	S13	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	44
14	S14	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	2	100	50	48
15	S15	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
16	S16	2	3	100	50	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	54
17	S17	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50
18	S18	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
19	S19	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
20	S20	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50
21	S21	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42
22	S22	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
23	S23	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
24	S24	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
Mean		40				45				52				47				56				48.00

ability at experimental class above, it could be seen that the students' speaking

ability in each component was various proven by each mean of each

component; accent, grammar, vocabulary, fluency and comprehension. Among

the five components that had been mentioned, the lowest mean score was

accent; 40 and the highest mean score was comprehension; 56, while the

students' grammar was 45, vocabulary was 52 and fluency was 46. So these

indicated that the students had low ability in using those components that had

important role in Spoken English. However, the total of mean score of

students' speaking ability at experimental group pre-test was 48.00

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF EXPERIMENTAL CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	8.3	8.3	8.3
42	2	8.3	8.3	16.7
44	2	8.3	8.3	25.0
46	5	20.8	20.8	45.8
48	1	4.2	4.2	50.0
50	5	20.8	20.8	70.8
52	3	12.5	12.5	83.3
54	4	16.7	16.7	100.0
Total	24	100.0	100.0	

Referring to the table above, it showed that there were 2 students who obtained score 40 (8.3%), 2 students who obtained 42 (8.3%), 2 students who obtained 44 (8.3%), 5 students who obtained 46 (20.8%), 1 students who obtained 48 (4.2%), 5 students who obtained 50 (20.8%), 3 students who obtained 52 (12.5%) and 5 students who obtained 54 (16.2%).

Based on the table above, it could be seen that the total number of the students was 24 students. The highest score was 54 and the lowest score was 40. The highest frequency was 5 at the score of 46 and 50. While, the statistics of result of these data is on the following table:

TABLE IV.3
STATISTICS

		Pre- experimental Class
N	Valid	24
	Missing	0
Mean		48.00
Std. Error of Mean		.917
Median		49.00
Mode		46 ^a
Std. Deviation		4.492
Variance		20.174
Range		14
Minimum		40
Maximum		54
Sum		1152

2. Post-test

TABLE IV.4
THE STUDENTS' SCORE OF POST-TEST OF EXPERIMENTAL CLASS
IN TERMS OF ACCENT, GRAMMAR, VOCABULARY,
FLUENCY AND COMPREHENSION

No	S	Speaking Skill																			T						
		Accent				Grammar				Voc				Fluency				Comp									
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S										
		1	2			1				1	2			1	2			1	2								
1	S1	2	2	80	40	2	3	100	50	3	2	100	50	3	2	100	50	3	2	100	50	48					
2	S2	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	3	3	120	60	50					
3	S3	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52					
4	S4	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60					
5	S5	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52					
6	S6	2	2	80	40	3	2	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52					
7	S7	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56					
8	S8	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	58					
9	S9	2	4	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	4	160	80	66					
10	S10	3	4	140	70	3	3	120	60	4	3	140	70	4	3	140	70	3	4	140	70	68					
11	S11	3	3	120	60	3	3	120	60	3	4	140	70	3	3	120	60	4	3	140	70	64					
12	S12	3	4	140	70	3	4	140	70	4	3	140	70	4	3	140	70	4	4	140	70	70					
13	S13	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70					
14	S14	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	60					
15	S15	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	4	4	160	80	62					
16	S16	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70					
17	S17	2	3	100	50	3	3	120	60	3	4	140	70	4	3	140	70	4	3	140	70	64					
18	S18	2	3	100	50	3	3	120	60	4	3	140	70	4	3	140	70	4	3	140	70	64					
19	S19	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58					
20	S20	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	58					
21	S21	3	3	120	60	3	3	120	60	4	4	160	80	4	3	140	70	4	4	160	80	70					
22	S22	3	3	120	60	3	3	120	60	4	4	160	80	3	3	120	60	4	3	140	70	66					
23	S23	3	2	120	50	3	3	120	60	3	3	120	60	3	3	120	60	3	4	140	70	60					
24	S24	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58					
Mean						51					57					66					61					68	60.67

Based on the table of speaking components of the students' speaking ability at experimental class above, it could be seen that the students' speaking ability in each component was various proven by each mean of each

component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; 51 and the highest mean score was comprehension; 68, while the students' grammar was 57, vocabulary was 66 and fluency was 61. So, these indicated that the students had low ability in using those components that had important role in spoken English. However the total of mean score of the students' speaking ability at experimental groups post-test is 60.67.

TABLE IV.5
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF EXPERIMENTAL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	4.2	4.2	4.2
	50	1	4.2	4.2	8.3
	52	3	12.5	12.5	20.8
	56	1	4.2	4.2	25.0
	58	4	16.7	16.7	41.7
	60	3	12.5	12.5	54.2
	62	1	4.2	4.2	58.3
	64	3	12.5	12.5	70.8
	66	2	8.3	8.3	79.2
	68	1	4.2	4.2	83.3
	70	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 48 (4.2%), 1 student who obtained 50 (4.2%), 3 students who

obtained 52 (12.5%), 1 student who obtained 56 (4.2%), 4 students who obtained 58 (16.7%), 3 students who obtained 60 (10.3%), 1 students who obtained 62 (4.2%), 3 students who obtained 64 (12.5%), 2 students who obtained 66 (8.3%), 1 students who obtained 68 (4.2%) and 4 students who obtained 70 (16.7%).

Based on the table above, it could be seen that the total number of the students was 24 students. The highest score was 58 and 70, and the lowest score was 48. The highest frequency was 4 at score of 58. While, the statistics of result of these data is on the following table:

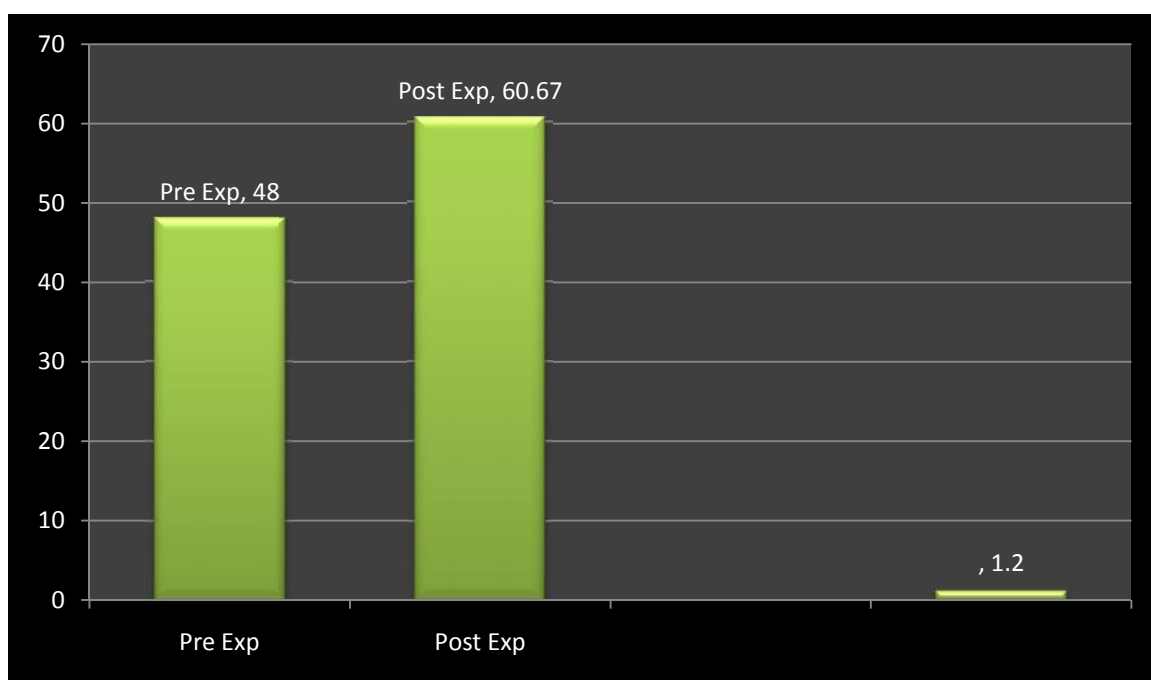
TABLE IV.6
STATISTICS

	Post Test Experimental Class
N Valid	24
Missing	0
Mean	60.67
Std. Error of Mean	1.376
Median	60.00
Mode	58 ^a
Std. Deviation	6.742
Variance	45.449
Range	22
Minimum	48
Maximum	70
Sum	1456

TABLE IV.7
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

No	Name	Pre-test	Post-test	Gain Score
1	S1	44	48	4
2	S2	46	50	4
3	S3	46	52	6
4	S4	54	60	6
5	S5	52	52	0
6	S6	52	52	0
7	S7	46	56	10
8	S8	54	58	4
9	S9	50	66	16
10	S10	50	68	18
11	S11	42	64	22
12	S12	40	70	30
13	S13	44	70	26
14	S14	48	60	12
15	S15	46	62	16
16	S16	54	70	16
17	S17	50	64	14
18	S18	46	64	18
19	S19	40	58	18

20	S20	50	58	8
21	S21	42	70	28
22	S22	52	66	14
23	S23	54	60	6
24	S24	50	58	8
Mean		48.00	60.67	12.67



The histogram above describe about the differences between the students' speaking score before and after giving treatment at experimental class. Before giving a treatment, the students' speaking mean score was about

48.00, it was known by taking pre-test at the beginning. While, after giving treatment, the mean score of the students' speaking ability improved. It was 60.67. The improvement of each student was various, there was drastically improved and not evens any improvement (0%). But generally, the improvement could be seen at mean score.

2. The Students' Speaking Ability Taught by Using Conventional Technique.

The data of this speaking test were the score of the students' improvement from pre-test to post-test control class. The data were collected through the following procedures:

- a. The researcher asked the students either control class to speak orally without any preparation (spontaneously speaking).
- b. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension.
- c. The students' speaking results were evaluated by two raters.
- d. The researcher added the scores from the raters and divided them.

Actually, each number of the students' experimental class had 27, but here there were only 24 students for experimental class who always came and followed learning activities. In this case, there were six students; three students from experimental class for the rest, who did get enough treatment even, some of them never had it at all. It was caused by many reasons, they were sick, absent, unmotivated; went outside when studying English, but those

factors did not influence the validity of the data because there were the same data from the beginning until the end. So, the data were only taken from the

No	S	Speaking Skill	T
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students who always came to school and followed the treatment given. To make clear, the students' speaking test result could be seen on the tables bellow.

1. Pre- test

TABLE IV.8
THE STUDENTS' SCORE OF PRE-TEST OF CONTROL CLASS
IN TERMS OF ACCENT, GRAMMAR, VOCABULARY,
FLUENCY AND COMPREHENSION

		Accent				Grammar				Voc				Fluency				Comp				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S					
		1	2			1	2			1	2			1	2							
1	S1	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	46
2	S2	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	3	100	50	44
3	S3	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
4	S4	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	3	100	50	44
5	S5	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	42
6	S6	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
7	S7	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	42
8	S8	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48
9	S9	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	42
10	S10	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
11	S11	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
12	S12	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
13	S13	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	3	3	120	60	48
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44
16	S16	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	52
17	S17	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
18	S18	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
19	S19	2	2	80	40	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	48
20	S20	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	46
21	S21	2	2	80	40	3	3	120	60	2	3	100	50	2	2	80	40	3	3	120	60	50
22	S22	2	2	80	40	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	52
23	S23	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
24	S24	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	46
Mean		40				47				51				45				56				47.67

Based on the table of speaking components of the students' speaking ability at control class above, it could be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; 40 and the highest mean score was comprehension; 56, while the students' grammar was 45, vocabulary was 51 and fluency was 45. So these indicated that the students had low ability in using those components that had important role in spoken English. However the total of mean score of the students' speaking ability at control groups pre-test was 47.66.

TABLE IV.9
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
PRE-TEST SCORES OF CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.2	4.2	4.2
	42	3	12.5	12.5	16.7
	44	4	16.7	16.7	33.3
	46	4	16.7	16.7	50.0
	48	3	12.5	12.5	62.5
	50	1	4.2	4.2	66.7
	52	5	20.8	20.8	87.5
	54	2	8.3	8.3	95.8
	56	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 40 (4.2%), 3 students who obtained 42 (12.5%), 4 students who obtained 44 (16.7%), 4 students who obtained 46 (16.7%), 3 students who obtained 48 (12.5%), 1 students who obtained 50 (4.2%), 6 students who obtained 52 (20.8%), 2 students who obtained 54 (8.3%) and 1 student who obtained 56 (4.2%).

Based on the table above also, it could be seen that the total number of students was 24 students. The highest score was 56, and the lowest score was

40. The highest frequency was 5 at score of 52. While the statistics of result of these data is on the following table:

TABLE IV.10
STATISTICS

		Pre Test Control Class
N	Valid	24
	Missing	0
Mean		47.67
Std. Error of Mean		.922
Median		47.00
Mode		52
Std. Deviation		4.517
Variance		20.406
Range		16
Minimum		40
Maximum		56
Sum		1144

2. Post-test

TABLE IV.11
THE STUDENTS' SCORE OF CONTROL CLASS POST TEST
IN TERMS OF ACCENT, GRAMMAR, VOCABULARY,
FLUENCY AND COMPREHENSION

No	S	Speaking Skill																			T	
		Accent				Grammar				Voc				Fluency				Comp				
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S					
		1	2			1	2			1	2			1	2							
1	S1	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
2	S2	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	44
3	S3	2	2	80	40	2	3	100	50	3	3	120	60	2	2	100	50	3	3	120	60	52
4	S4	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	50
5	S5	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
6	S6	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	56
7	S7	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
8	S8	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
9	S9	2	3	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
10	S10	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
11	S11	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
12	S12	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
13	S13	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
16	S16	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
17	S17	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	3	3	120	60	48
18	S18	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
19	S19	2	2	80	40	2	3	100	50	2	2	80	40	2	3	100	50	3	3	120	60	50
20	S20	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
21	S21	2	2	80	40	2	3	100	50	2	3	100	50	2	3	100	50	3	3	120	60	50
22	S22	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	3	120	60	58
23	S23	2	3	100	50	2	3	100	50	3	4	140	70	3	3	120	60	3	4	140	70	60
24	S24	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
Mean		42				48				57				52				61				51.75

Based on the table of speaking components of the students' speaking ability at control class above, it could be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five

components that had been mentioned, the lowest mean score was accent; 42 and the highest mean score was comprehension; 61, while the students' grammar was 48, vocabulary was 57 and fluency was 52. So these indicated that the students had low ability in using those components that had important role in spoken English. However the total of mean score of the students' speaking ability at control groups post-test was 51.75.

TABLE IV.12
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST
SCORES OF CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.2	4.2	4.2
	44	1	4.2	4.2	8.3
	48	5	20.8	20.8	29.2
	50	5	20.8	20.8	50.0
	52	1	4.2	4.2	54.2
	54	6	25.0	25.0	79.2
	56	1	4.2	4.2	83.3
	58	2	8.3	8.3	91.7
	60	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based on the table above, it could be seen that there was 1 student who obtained 40 (4.2%), 1 student who obtained 44 (4.2%), 5 students who obtained 48 (20.8%), 5 students who obtained 50 (17.2%), 1 students who

obtained 52 (4.2%), 6 students who obtained 54 (25.0%), 1 student who obtained 56 (4.2%), 2 students who obtained 58 (8.3%) and 2 students who obtained 60 (8.3%).

Based on the table above, it could be seen that the total number of the students was 24 students. The highest score was 60 and the lowest score was 40. The highest frequency was 6 at score of 54. While the statistics of result of these data is on the following table:

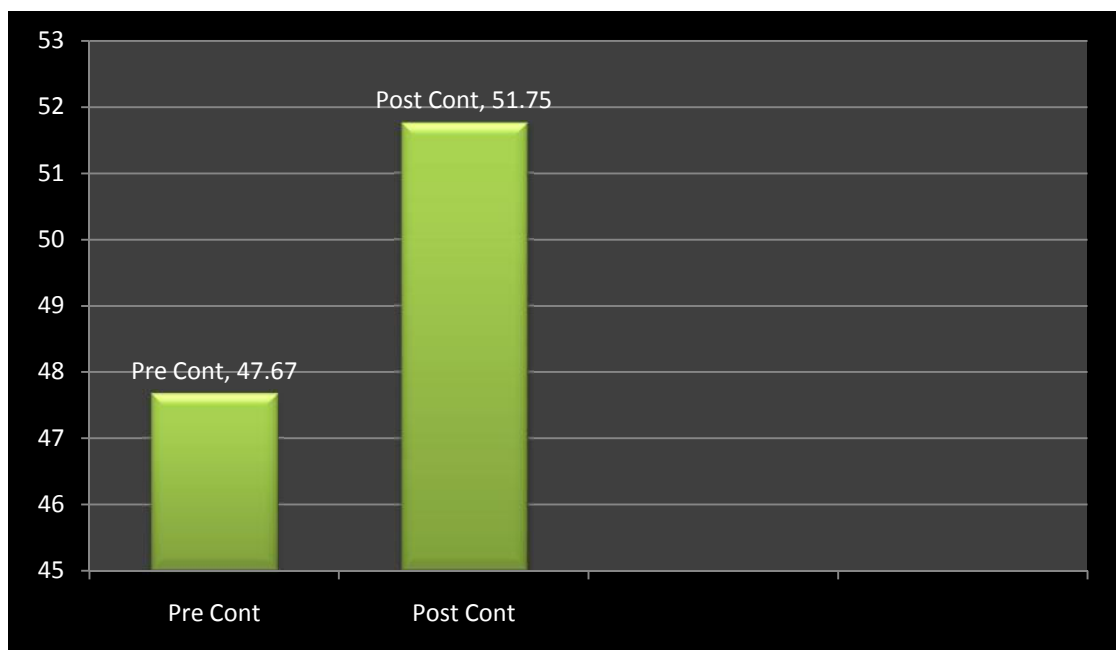
TABLE IV.13
STATISTICS

	Post Test Control Class
N Valid	24
Missing	0
Mean	51.75
Std. Error of Mean	.995
Median	51.00
Mode	54
Std. Deviation	4.875
Variance	23.761
Range	20
Minimum	40
Maximum	60
Sum	1242

TABLE IV.14
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST CONTROL CLASS

No	Name	Pre-test	Post-test	Gain Score
1	S1	46	48	2
2	S2	44	44	0
3	S3	52	52	0
4	S4	44	50	6
5	S5	42	54	12
6	S6	54	56	2
7	S7	42	48	6
8	S8	48	50	2
9	S9	42	54	12
10	S10	54	54	0
11	S11	52	58	6
12	S12	52	54	2
13	S13	48	48	0
14	S14	40	40	0
15	S15	44	50	6
16	S16	52	54	2
17	S17	44	48	4
18	S18	46	54	8

19	S19	48	50	2
20	S20	46	60	14
21	S21	50	50	0
22	S22	52	58	6
23	S23	56	60	4
24	S24	46	48	2
Mean		47.67	51.75	4.08



The histogram above describe about the differences between the students' speaking score before and after research at control class. Firstly, the students' speaking mean score was about 47.67, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of the students' speaking ability was 51.75. So, in this control class there was no better improvement of the students' speaking ability.

3. The Significant Difference on Students' Speaking Ability by Using Independent Sample T-test

TABLE IV.15
GROUP STATISTICS

	N	Mean	Std. Deviation	Std. Error Mean
Experiment Class 1	24	12.67	8.478	1.731
Control Class 2	24	4.08	4.106	.838

Based on the table above, it could be seen that the total number of students from each class, the experimental class consisted of 24 students and so was control class. The mean of Experimental class improvement was 12.67, and the mean of control class improvement was 4.08. Standard deviation from experimental class was 8.478, while standard deviation from control class was 4.106. Standard error mean from experimental class was 1.731, and control class was .838.

TABLE IV.16
INDEPENDENT SAMPLES TEST

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
control	Equal variances assumed	12.617	.001	4.464	46	.000	8.583	1.923	4.713	12.454
	Equal variances not assumed			4.464	33.228	.000	8.583	1.923	4.672	12.495

Based on the Out Put SPSS above, Independent Samples Test showed that Levene's Test to know the same variance.¹

H_0 = Variance population identic

H_a = Variance population not identic

If probabilities > 0.05 , H_0 is accepted.

If probabilities < 0.05 , H_0 is rejected.

Based on the output above, it was answered the hypothesis of the research that H_0 was rejected and H_a was accepted because $0.000 < 0.05$. The next standard for analysis based on *Equal variant assumed*.

From the output above, it could be seen that score t-test was 4.464 with $df=46$, because $df=46$ was not found from the "t" table, so the researcher took $df=50$. Mean difference was 8.583 and standard error difference was 1.923. Lower interval of the difference was 4.713 and upper confidence difference was 12.454.

If t_o (t Observation), 4.464 compared with t_t with df 50, the t critic point was:

Significance 5% = 2,01

Significance 1% = 2,68

It could be seen that the t_o was higher than $t_t = 4.464$ in significance of 5% and 1% ($2.01 < 4.464 > 2.68$). It means H_0 was rejected and H_a was accepted; or there was a significant difference of the improvement of the students' speaking ability between who were taught by using buzz groups technique and those who were not.

C. The Data Analysis

¹ Hartono. SPSS 16.0 Analisis Data Statistika dan Penelitian. (Pekanbaru: Pustaka Pelajar, 2008), p. 159

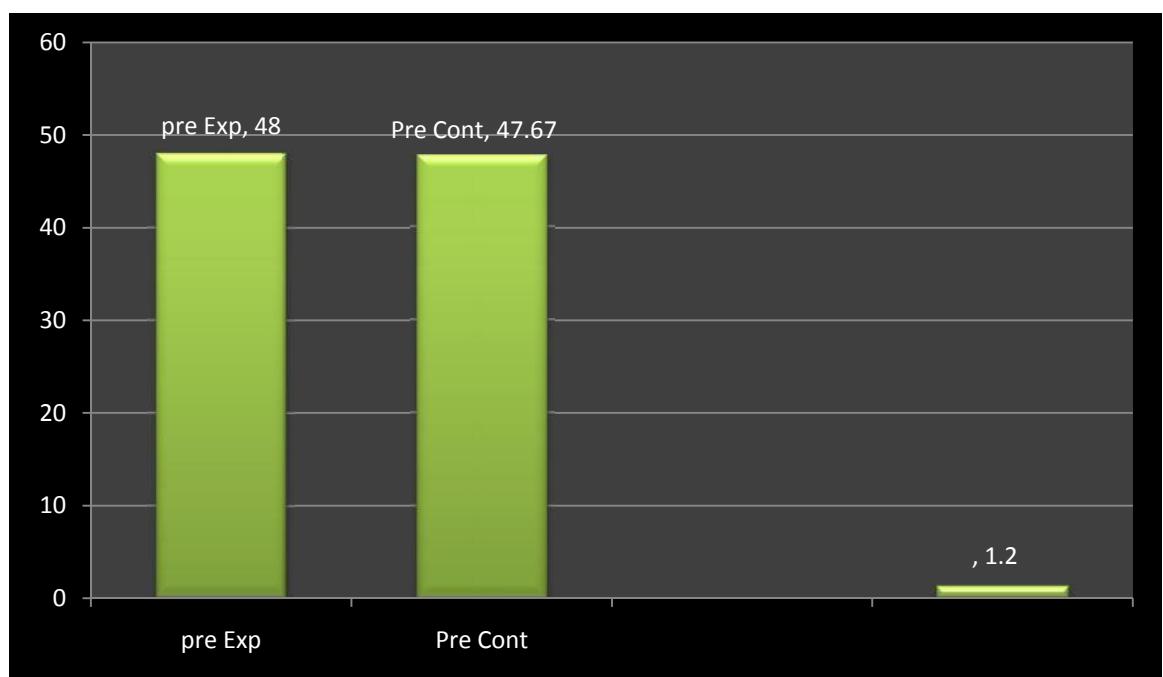
The data analysis presented the statistical result followed by the discussion about the effect of using buzz groups technique toward students' speaking ability at the second year of MA Dar El Hikmah Pekanbaru. The data were divided into two classes; experimental and control class scores. The researcher used independent sample T-Test from SPSS.16 version to analyze the effect of using buzz group technique toward students' speaking ability at the second year at MA Dar-El Hikmah Pekanbaru.

1. The Analysis Pre-test of Experimental and Control Class

TABLE IV.17
THE STUDENTS' SPEAKING SCORE
OF PRE-TEST AT EXPERIMENT AND CONTROL CLASS

No	Name	Experiment	Control
1	S1	44	46
2	S2	46	44
3	S3	46	52
4	S4	54	44
5	S5	52	42
6	S6	52	54
7	S7	46	42
8	S8	54	48

9	S9	50	42
10	S10	50	54
11	S11	42	52
12	S12	40	52
13	S13	44	48
14	S14	48	40
15	S15	46	44
16	S16	54	52
17	S17	50	44
18	S18	46	46
19	S19	40	48
20	S20	50	46
21	S21	42	50
22	S22	52	52
23	S23	54	56
24	S24	50	46
Mean		48.00	47.67



The histogram above described about the comparison between the students' speaking score of pre-test of experimental and control class. The mean score of experimental class was 48.00, while the mean score of control

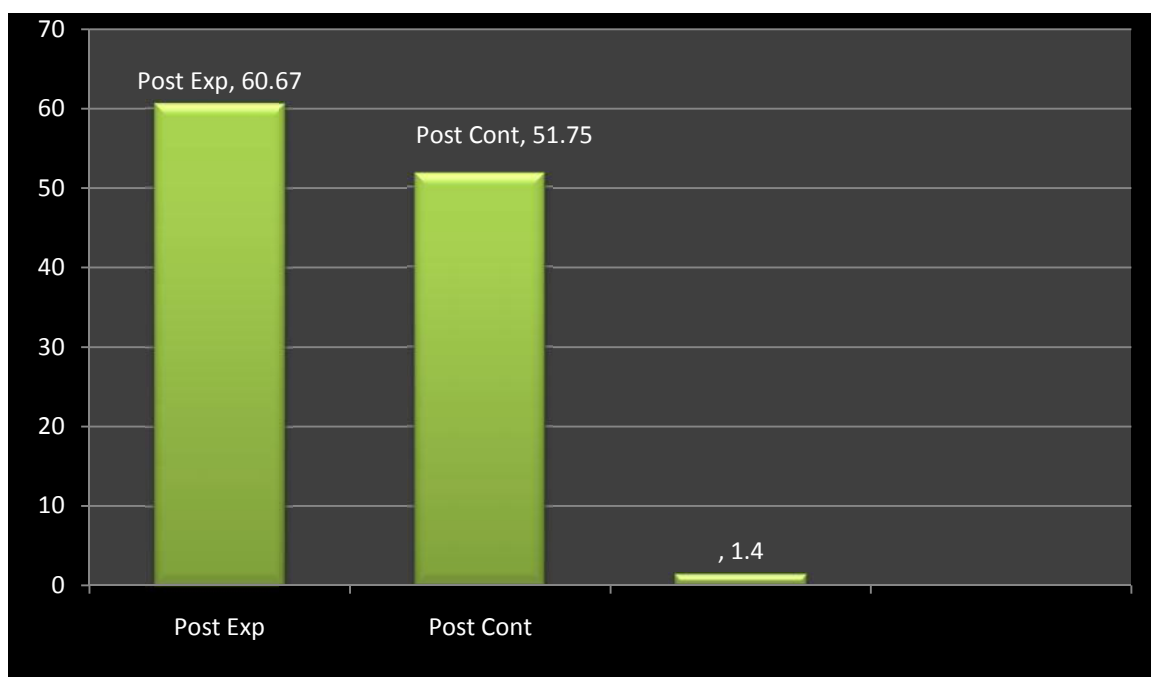
class was 47.67. So, it indicated that the students' speaking ability at experimental and control class were the same. It means that there was no significant different on students' speaking ability both experimental and control class. By knowing the students' basic speaking ability at experimental and control class, it was easy to measure and to identify the improvement of the students' speaking ability after giving treatment or the difference between class that had been taught by using Buzz Groups technique and conventional method.

2. The Analysis Post-test of Experimental and Control Class

TABLE IV.18
THE STUDENTS' SPEAKING SCORE
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS

No	Name	Experiment	Control
1	S1	48	48
2	S2	50	44
3	S3	52	52
4	S4	60	50
5	S5	52	54
6	S6	52	56
7	S7	56	48
8	S8	58	50
9	S9	66	54
10	S10	68	54

11	S11	64	58
12	S12	70	54
13	S13	70	48
14	S14	60	40
15	S15	62	50
16	S16	70	54
17	S17	64	48
18	S18	64	54
19	S19	58	50
20	S20	58	60
21	S21	70	50
22	S22	66	58
23	S23	60	60
24	S24	58	48
Mean		60.67	51.75



The histogram above describe about the comparison between the students' speaking score of both experimental and control class after giving treatment. The mean of score of experimental class was 60.67, while the

mean score of control class was 51.75. Both of the classes had their improvement from pre-test score, but the improvement was different; the students' speaking ability at experimental class was higher than control class. It means that there was a better improvement at experimental class than control class that had been given treatment.

3. The Analysis of Difference Improvement between Experimental and Control Class

From the analysis at table 18 above, it could be seen that there was a different improvement of the students' speaking ability at Experimental and Control Class. It saw that the different mean score improvement at the experimental class was 60,67 while at control class was 51,75.

Based on the percentage influence found for both classes, it was clear that the percentage of influence improvement of buzz groups technique on the students' speaking ability was higher than control class. It means that the technique used by the teacher in teaching speaking skill was one of the factors that gave the influence toward the students' speaking ability.

After knowing about the percentage of different improvement from both of the classes, to know clearly, then the researcher would analyze it by using independent sample T- Test at the last discussion.

4. The Analysis of Mean and Standard Deviation

TABLE IV.19

MEAN AND STANDARD DEVIATION

	Experimental Class	Control Class
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	Pre-test	Post-test	Pre-test	Post-test
Mean	48.00	60.67	47.67	51.75
Std. Deviation	4.492	6.742	4.517	4.875

a. Pre-test

1) Mean and Standard Deviation of Pre-test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of experimental class was 48.00, and Standard Deviation (SD) of Pre-test of experimental class was 4.492.

2) Mean and Standard Deviation Pre-test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of control class was 47.67, and Standard Deviation (SD) of Pre-test of control class was 4.517.

b. Post-test

1) Mean and Standard Deviation of post-test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of experimental class was 60.67, and Standard Deviation (SD) of experimental class was 6.742.

2) Mean and Standard Deviation Post-test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of control class was 51.75, and Standard Deviation (SD) of control class was 4.875.

5. Data analysis of the Students' Post-Test Score of Experimental Class

The data of the students' post-test score of experimental class were obtained from the result of their speaking ability. Based on the description data in page 47, the result could be classified into the score as follows:

TABLE IV.20
THE CLASSIFICATION OF STUDENTS' SCORE OF
EXPERIMENTAL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	7	29.2%
3	Enough	56-65	12	50.%
4	Less	40-55	5	20.8%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed 0%, the category number 2 showed 7 frequencies (29.2%), the category number 3 showed 12 frequencies (50.%), the category number 4 showed 5 frequencies (20.8%) and the category number 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 55.%. The mean score of experimental class was 60.67. Thus, the majority of the students in experimental class could be classified into **enough category**.

6. Data analysis of Students' Post-Test Score of Control Class

The data of the students' post-test score of control class were obtained from the result of their speaking ability. Based on the description data in page 50, the writer could classify the score as follows:

TABLE IV. 21
THE CLASSIFICATION OF STUDENTS' SCORE OF
CONTROL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	-	0%
3	Enough	56-65	4	16.7%
4	Less	40-55	20	83.3%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed no frequency (0%), the category number 2 also showed no frequency (0%), the category number 3 showed 4 frequencies (16.7%), the category number 4 showed 20 frequencies (83.3%), and the category number 5 showed no frequency. The mean score of control class was 51.75. Thus, the majority of the students in control class could be classified into **less category**.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the researcher concludes that the answer of the formulation of the problem would be:

1. From the classification of students' score, the majority of students' speaking ability taught by using buzz groups technique could be classified into **enough category**.
2. From the classification of students' score, the majority of students' speaking ability taught by using conventional technique could be classified into **less category**.
3. From analysis of Independent Sample T-Test formula, the H_0 was rejected and H_a was accepted. There was a significant difference of the students' speaking ability between those who were taught by using Buzz Groups technique at the second year students of MA Dar El hikmah Pekanbaru and those who were not, it means that the significant difference of buzz groups technique was better than conventional technique.

B. Suggestion

Pertaining to the research finding, the researcher would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it was found that using Buzz groups technique could give the significant improvement toward the students' speaking ability.

1. In implementing Buzz Groups technique, the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students, because it was very challenging and interesting technique to improve the students' speaking ability.
2. The teacher should support the technique used by using interesting topic that is suitable with the students' level and presents the lesson objective clearly and explains some difficult vocabulary in order to make the students motivated in learning activity. Besides, teacher can encourage the students' awareness about the importance of speaking ability to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should have construct variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested in the teaching learning activity. Besides, dealing with this technique, the teacher has to encourage the students' speaking practice.
3. For the institution, it will be more effective if this technique is implemented in the groups class because the researcher can control the students' learning activities and the most important thing is timing. It means that this activity needs more time in order to give chance to the students in fair.

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